

10-17-2017

# Improving Performance on Task Three Assessment: Strategies and Supports

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## Citation Information

Rock, Terryl; and Hogan, Norma. 2017. Improving Performance on Task Three Assessment: Strategies and Supports. *Tennessee State edTPA Conference*, Murfreesboro, TN. <http://www.mtsu.edu/2017tnedtpa/agenda.php>

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# Improving Performance on Task Three Assessment: Strategies and Supports

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# Improving Performance on Task Three Assessment: Strategies and Supports

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PREPARED FOR EDTPA CONFERENCE  
MIDDLE TENNESSEE STATE UNIVERSITY  
OCTOBER 2017



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# Our Big Strategy Towards Improvement

- Changing our OWN academic language and instructional concepts to **match edTPA terminology** and TEAM.
- Including **More Activities, Instruction, and Assignments** throughout the program that help students be better prepared.
- Improving **Supports** during Residency I and in Seminar during Residency II.
- Getting **EVERYONE** on board. *“These are ALL OF OUR students and their scores reflect the success of OUR program.”*

# What we have done to improve...

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## IN OUR INSTRUCTION...

- More emphasis on objectives that reflect learning outcomes.
- Greater emphasis on alignment.
- Greater emphasis on Evaluative Criteria.
- Greater emphasis on Quality Feedback.
- Greater emphasis on Assessments.
- Greater emphasis on Differentiation.
- Improved instruction on Academic Language.
- Instruction in writing using Scientific Explanation (claim + evidence + reasoning = explanation)
- Model how to support students in using feedback.

## WITH ASSIGNMENTS

- Alignment Activities
- Evaluative Criteria must appear in Lesson Plan.
- Plans for Feedback must be included in Lesson Plan.
- Assessment Analysis Project (mini Task 3 in Residency I.)
- Required Use of Thinking Organizers
- Writing Assignments that allow students to answer similar prompts with the claim + evidence + reasoning = explanation).
- And more....

# Teacher Candidates MUST identify and state objectives clearly

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- Instruction
- Objectives for edTPA MUST specify a **Student Learning Outcome (SLO)** that can be assessed for each individual and that is suitable for meaningful, substantial, cognitive feedback.
  - Not an Instructional Activity
    - No: “The student will complete a graphic organizer on the causes of the American Civil War.”
  - Not a vague performance
    - No: “The student will score 80% or better on the chapter quiz.”
    - **YES:** “The student will explain the causes of the American Civil War.”
- Think DEEPLY about Evaluation Criteria.

**Challenge:  
Alignment**

Teacher  
Candidates  
MUST GET  
standards,  
objectives,  
instruction,  
and  
assessments  
**aligned.**

| Lesson and Topic  | List Each Objective Separately  | Brief List of Instructional Activities  | Informal Assessment  | Formal/Summative Assessment   |
|---|---|---|--|---|
| 1. Graphing Quadratics: Graphing Quadratics using Vertex Form   | 1. TSW identify features of quadratic functions (i.e. vertex, axis of symmetry, minima/maxima). | 1. Direct instruction on key features and formulas.<br>2. Student fill in graphic organizer for formulas and key features.<br>3. Students work independent practice problems on identifying key features.   | 1. Teacher questioning regarding key features-volunteers and non-volunteers.<br>2. Teacher observation on independent practice.<br>3. Notes on key features and formulas.<br>4. Self-assessment throughout the lesson. | 1. Homework Assignment from textbook. Problems similar to problems worked in class.<br>2. Quiz after lesson 2 on graphing quadratics in Standard and Vertex form and identifying key features.<br>3. Test after lesson 4 on material from all four lessons.<br>4. Exit Ticket on material from class. |
|   | 2. TSW construct a graph of the quadratic functions using its key features.                     | 4. Teacher demonstration on how to graph quadratic using key features.<br>5. Students work independent practice problems on graphing quadratics.<br>6. Students partner up to compare graphs.<br>7. Whole group discussion on lesson.<br>8. Exit Ticket on lesson.  | 1. Teacher questioning regarding graphing-volunteers and non-volunteers.<br>2. Teacher observation on independent and group practice.<br>3. Notes on graphing.<br>4. Self-assessment throughout the lesson.            | 1. Homework Assignment from textbook. Problems similar to problems worked in class.<br>2. Quiz after lesson 2 on graphing quadratics in Standard and Vertex form and identifying key features.<br>3. Test after lesson 4 on material from all four lessons.<br>4. Exit Ticket on material from class. |
| 2. Graphing Quadratics: Graphing Quadratics using Standard Form | 1. TSW identify features of quadratic functions (i.e. vertex, axis of symmetry, minima/maxima). | 1. Direct instruction on key features and formulas.<br>2. Students fill in graphic organizer, started the previous day, with formulas and key features from today.<br>3. Students work independent practice problems on identifying key features.<br>4. Teacher demonstration on transforming Vertex form to Standard form.<br>5. Students work independent practice problem on transforming vertex and standard form.<br>6. Student partner up to compare answers. | 1. Teacher questioning regarding key features-volunteers and non-volunteers.<br>2. Teacher observation on independent practice.<br>3. Notes on key features and formulas.<br>4. Self-assessment throughout the lesson. | 1. Homework Assignment from textbook. Problems similar to problems worked in class.<br>2. Quiz after lesson 2 on graphing quadratics in Standard and Vertex form and identifying key features.<br>3. Test after lesson 4 on material from all four lessons.   |
|   | 2. TSW construct a graph of the quadratic functions using its key features.                     | 7. Students work with partner to graph quadratics using key features.<br>8. Whole group discussion on lesson.<br>9. Writing prompt: How are standard form and vertex form related?  | 1. Teacher questioning regarding graphing-volunteers and non-volunteers.<br>2. Teacher observation on independent and group practice.  | 1. Homework Assignment from textbook. Problems similar to problems worked in class.   |



**CHALLENGE: Confusing terms**  
Informal & Formal Assessment  
 Versus  
Formative & Summative  
 Assessment

# Format and Purpose

|                            | <u>Format</u> – Informal   | <u>Format</u> - Formal  |
|----------------------------|--|---|
| <u>Purpose</u> - Formative | Teacher Observation<br>Thumbs Up/Thumbs Down<br>Games<br>Questioning | Homework<br>Independent classwork<br>Mid-unit quiz<br>Exit Tickets              |
| <u>Purpose</u> - Summative | X  | Exam<br>End of chapter test<br>Project<br>Essay<br>Oral Presentation<br>Recital |

# CHALLENGE: Confusing terms

## Informal & Formal Assessment

### Versus

## Formative & Summative Assessment

### Definitions and discussion

#### edTPA Assessment Summary

**Formal** or **informal** assessment refers to the **type** or **format** of the assessment.

Definitions from [edTPA Handbook Glossary](#)

**“assessment (formal and informal):** “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify the teaching and learning activities.”<sup>20</sup> Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking.

**Informal assessments** may include, for example, student questions and responses during instruction and teacher observations of students as they work or perform.

**Formal assessments** may include, for example, quizzes, homework assignments, journals,

### Examples

#### Examples of Assessments by Informal/Formal and Formative/Summative

|                   | Format/Type—Informal   | Format/Type—Formal  |
|-------------------|--|---|
| Purpose—Formative | <ul style="list-style-type: none"> <li>Teacher questions and student responses during instruction</li> <li>Teacher observation and feedback as students work or perform</li> <li>“Thumbs up/down”</li> </ul> | <ul style="list-style-type: none"> <li>Homework and other structured forms of practice</li> <li>Outline for paper</li> <li>Notebooks/journals</li> <li>Daily activity sheets</li> <li>Exit tickets</li> <li>Review games</li> </ul> |
| Purpose—Summative |  | <ul style="list-style-type: none"> <li>Midterm exam</li> <li>Final project</li> <li>Essay or paper</li> <li>Oral presentation</li> <li>Recital</li> <li>Standardized test</li> </ul>  |

**A STRICT CRITERION:** Good **summative assessment** should enable the teacher to say for *each individual student* that the student:

- Attained the objective (for each objective assessed)
- Partially attained the objective OR
- Did not attain the objective

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Practice classifying examples and discussion

| Assessment   | Is it Formative, Summative, or Possibly Either/Both? Why? | Is it Formal or Informal? Why? |
|--|---|--------------------------------|
| 1. Tennessee End of Course (EOC) examination       |   |                                |
| 2. Practice quizzes                                |   |                                |
| 3. Senior recital                                  |   |                                |
| 4. Homework  |   |                                |
| 5. Teacher questioning                             |   |                                |
| 6. Portfolio                                       |   |                                |
| 7. Weekly quiz                                     |   |                                |
| 8. Lab report                                      |   |                                |
| 9. District benchmark assessment                   |   |                                |
| 10. “Give me thumbs up/down”                       |   |                                |
| 11. Pre-writing exercise, outline, and first draft |   |                                |
| 12. Chapter quiz                                   |   |                                |
| 13. Venn diagram                                   |   |                                |
| 14. Exit ticket                                    |   |                                |

### CHALLENGE:

How to improve candidates' abilities in

- Alignment
- Use of Subject Specific Pedagogy
- Emphasis on Evaluative Criteria
- Planning for Feedback

What we did:

We piloted a new lesson plan template that was better aligned with the edTPA.

*Students who have used both the old template and the new template, report positively.*

| Title                     |   |   |
|---------------------------|---|---|
| Central Focus             |   |   |
| Curriculum Standards      | This template was piloted by our program in 2016-2017.<br>ETSU is now using a similar template college wide.  |   |
| Essential Question(s)     |   |   |
| Subject Specific Emphasis | Students were ask to identify which content understandings are addressed in each lesson.  |   |
| Lesson Objectives         | Students were asked to <ul style="list-style-type: none"><li>• Use backward design,</li><li>• number their objectives,</li><li>• include measurable verbs, and</li><li>• <u>focus</u> on LEARNING OUTCOMES.</li></ul> |   |
| Informal Assessments      | Students were asked to focus on what the teacher is doing to assess during the instruction so that they can monitor and adjust.   |   |
| Formal Assessments        | Students were asked to <ul style="list-style-type: none"><li>• be very detailed in their descriptions</li><li>• include evaluative criteria and</li><li>• <u>include</u> their plans for feedback.</li></ul>          | <b>Accommodations for Special Needs</b><br>No student is allowed to say, "None," or "N/A." They must consider any student at all that could struggle with any of the assessments listed and describe appropriate modifications in either the content, process or product of the assessment. |
| Assessment                | Formative   |   |

|  |   |
|--|---|
| <p>Curriculum Standards</p> <p>9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or <u>time manipulation</u> create <u>effects</u> such as mystery, tension, or surprise.</p> <p>9-10.W.TTP.3 <u>Write narrative fiction</u> or literary nonfiction to convey experiences and/or events using <u>effective techniques</u>, <u>well-chosen details</u>, and <u>well-structured event sequences</u>.</p>   | <p>Essential Question</p> <p>What message does Ray Bradbury send to his readers in <i>The Pedestrian</i>? How can a text be extended through the work of a narrative?</p>   |
| <p>Subject-Specific Emphasis</p> <p>Candidate's instruction should support students in <u>constructing meanings for complex text</u> with clear connections to interpretive skills or responses to the text, <u>supported by textual references</u>.</p>   | <p>I will be developing the abilities of my students to construct meaning out of a complex text during reading response sheet work and discussion. The students will also be asked to cite phrases from the text to support their answers. During the comic creation, students will construct their own meaning behind their narrative by applying dystopian elements to their comic.</p> |
| <p>Lesson Objective(s) – Student Learning Outcome(s) for this learning experience</p>  |   |
| <p>1. TSW interpret the message within <i>The Pedestrian</i> by gathering evidence from the <u>text</u>.</p> <p>2. TSW create a narrative piece in the form of a comic.</p>  |   |
| <p>Knowing Your Learners</p>   |   |
| <p>All students have displayed pre-requisite skills for interpreting dystopian text and recognizing dystopian elements. Prior to the lesson, students have read 2 dystopian texts and completed a summer reading project on one of those texts. Students also compared and contrasted elements of dystopia within these texts to the dystopian like society in North Korea.</p>  |   |
| <p>Assessment/Evaluation</p>   |   |
| <p><b>Informal:</b> <u>In order to assess objective 1, the teacher will...</u></p> <ul style="list-style-type: none"> <li>monitor the groups during the completion of the interpretation and inference questions</li> <li>question all groups during a discussion about the purpose/message of the text</li> </ul> <p><u>In order to assess objective 2, the teacher will...</u></p> <ul style="list-style-type: none"> <li>rotate around to every group and question students about narrative choices in their comic</li> </ul> <p><b>Formal:</b> <u>In order to assess objective 1, the teacher will...</u></p> <ul style="list-style-type: none"> <li>the reading response asks students to cite 3 pieces of textual evidence that confirm that the text is in fact dystopian. The response also asks students to interpret the meaning of the text and describe the meaning of the author's work. While grading the Reading Response individually, I will be assessing the relevance of the citations and thoroughness of the answer in connection to the author's purpose.</li> </ul> <p><u>In order to assess objective 2, the teacher will...</u></p> <ul style="list-style-type: none"> <li><u>assign comic rubric</u> in which students will be assessed based upon their speech bubble count, number of panels, number of dystopian elements, and general content of comic in relevance to the author's story.</li> </ul> <p><b>Academic Feedback:</b> Students will receive feedback in the form of oral communication throughout the comic activity and during the groups completions of the Reading Response. Students will also receive written feedback from one another and the teacher from sticky notes that will be placed on their comics during the gallery walk. On this sticky note, the students and the teacher will write one thing they like about the comic, one thing they might have done differently, and one question to pose about the comic.</p> | <p><b>Assessment Modifications</b></p> <p>Struggling writers will be given additional time and support with their partner.</p> <p>Any student who does not want to draw their comic may use the <u>ReadWriteThink: Comic Creator</u> online.</p>  |

Students must describe the Subject Specific Emphasis of each lesson.

Students are required to number their objectives.

Students refer to the objective by number when describing their assessments.

"In order to assess Objective 1, I will..."

Description of Feedback must include Evaluative Criteria.

# Task Three – Assessing Student Learning

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When assessing student learning in Task 3, the teacher candidate **provides evidence** of the following:

**Analysis of student learning**, including what students did right AND wrong, and provides work samples to demonstrate patterns of learning

**Quality feedback** to students which addresses both strengths and needs related to specific objectives

**Explanation of opportunities for focus students to use feedback** to guide their further learning

**Student use of academic language** to develop content understandings

Ways the candidate will **use the analysis of student learning to plan next steps** in instruction

# What we have found to be essential to improvement in Assessment Task 3

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- **Alignment is crucial.**
- TC must show ability to analyze what their students did well and what they still need help with. Must be able to identify **PATTERNS OF LEARNING**.
- TC must show **evidence of quality feedback**. Should be specific, address both strengths and needs equally, provide a strategy and/or refer to prior learning.
- TC must have a **plan for SUPPORTING students in UNDERSTANDING and USING feedback**.
- TC must be able to **use the information from Assessment to inform instruction**.



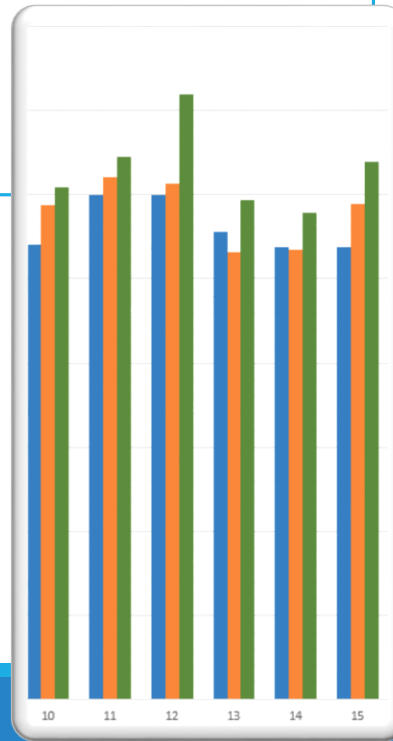
**CHALLENGE:**

How do we better prepare our candidates to make sound instructional choices based on assessment data?

## Residency I: Assessment Analysis Project

- Supports Rubrics 11, 12, 13, 15
- Uses the same submission requirements as Task 3 of edTPA
  - Assessment
  - Evaluation Criteria
  - 3 Work Samples
  - Feedback
  - Assessment Commentary

*The most hated assignment in Residency I. At the end of our program, it is reported by the same students to be the most helpful.*



**Assessment Analysis** - The purpose of this assignment is to prepare you for Task 3 of the edTPA. Using an assessment from your field placement, you will analyze the results per student and per question and then develop your next instructional steps.

### What Do I Need to Do?

- **Assessment Commentary Template:** Open this document and read the prompts that you will need to respond to.
- **Rubrics:** Review the rubrics and make notes concerning what you want to include in your commentary, what needs to be included in your assessment, evaluation criteria, and feedback.
- **Assessment:** Select one assessment from a lesson that you have taught or co-taught.
  - It should be an assessment that is completed by individuals, not groups.
  - This may be an assessment that your mentor designed but you graded.
- **Evaluation Criteria:** Define and submit the evaluation criteria you will use to analyze student learning. This will be submitted as a separate document called "Evaluation Criteria." (Examples: Rubric, Key, List of Acceptable Responses...)
- **Feedback:** Grade the work and give detailed feedback. Point out what students did correctly AND incorrectly. Suggest a strategy for how they might improve or make connections to previously learned material.
  - Please write legibly and use a different colored pen if writing on the students' paper.
  - Feedback may be written on a separate page, videotaped, or written on a rubric.
- **Analysis:** Analyze student work from the assessment to identify quantitative and qualitative patterns of learning within and across learners in the class.
  - Describe what individuals and groups generally understood and what a number of students were still struggling to understand.
- **Select Focus Students:** Select 3 student work samples that represent the patterns of learning represented by the analysis in the above step. These students become your **focus students**. One of these students needs to have specific learning needs (IEP, 504, ELL, struggling reader, underperforming student, student with gaps in academic knowledge, and gifted student). You will submit the actual samples of these 3 students' work. Scan these and return the originals to the students.
- **Evidence of feedback:** For your focus students, include the actual graded document, scoring rubric, or written feedback for each student.

## SCIENTIFIC EXPLANATIONS

# CLAIM

Statement about the results of an investigation

- A one-sentence answer to the question you investigated.
- It answers, **what can you conclude?**
- It should not start with **yes** or **no**.
- It should describe the relationship between **dependent** and **independent** variables.

# EVIDENCE

Scientific data used to support the claim

Evidence must be:

- **Sufficient** — Use enough evidence to support the claim.
- **Appropriate** — Use data that support your claim. Leave out information that doesn't support the claim.
- **Qualitative** — (Using the senses), or **Quantitative** (numerical), or a combination of both.

# REASONING

Ties together the claim and the evidence

- Shows **how** or **why** the data count as evidence to support the claim.
- Provides the justification for why **this** evidence is important to **this** claim.
- Includes one or more **scientific principles** that are important to the claim and evidence.

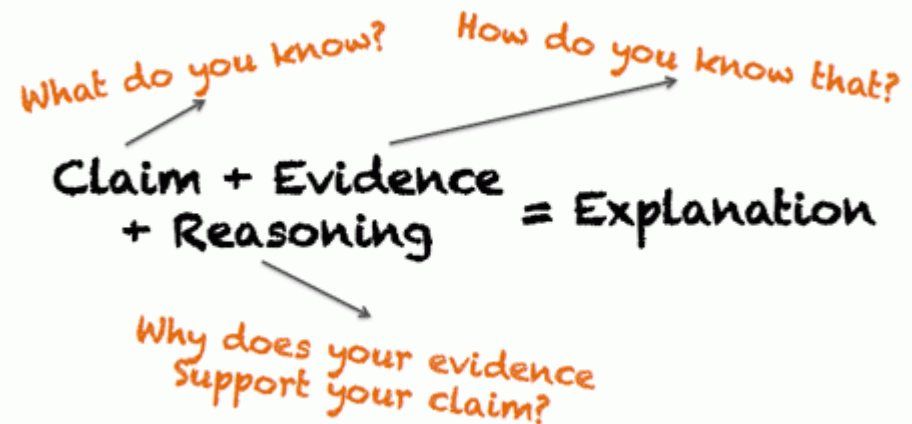
**\*Remember:** Read what you've written to be sure it makes sense as a whole explanation.

**CHALLENGE:** How to teach students to write in a way that is demanded by the edTPA.

1. Teach about Claim + Evidence + Reasoning = Explanation

2. Give Sentence Frames

- “ My students need \_\_\_\_\_ because \_\_\_\_\_ . This is supported by the research of \_\_\_\_\_ by \_\_\_\_\_ .





# Rubric 11 is scored from Prompt 1, the Assessment, and the Evaluative Criteria.

- Students must check and double check for alignment.
- Evaluative Criteria must be as closely related to objective as humanly possible.
- Students should NOT graph grades but should instead make their display student learning by objectives.
- Find at least THREE LEARNING PATTERNS. Be sure to use CER!!
- Pick work samples based on Learning Patterns.

## Rubric 11: Analysis of Student Learning

| How does the candidate analyze evidence of student learning of facts and concepts, inquiry, interpretation, or analysis skills, and building arguments or conclusions about historical events or a social studies phenomenon?                         |   |   |  |  |
|---|---|---|--|--|
| Level 1   | Level 2   | Level 3   | Level 4  | Level 5  |
| The analysis is <b>superficial or not supported</b> by either student <b>work samples or the summary of student learning</b> .<br><br><b>OR</b><br><br>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other. | The analysis <b>focuses on what students did right OR wrong</b> . | The analysis focuses on what students did <b>right AND wrong</b> .<br><br><b>AND</b><br><br>Analysis includes some differences in whole class learning. | The analysis <b>uses specific examples</b> from work samples to <b>demonstrate patterns of learning consistent with the summary</b> .<br><br><b>AND</b><br><br>Patterns of learning are described for whole class. | The analysis uses specific <b>evidence</b> from work samples to demonstrate <b>the connections between quantitative and qualitative patterns of learning for individuals or groups</b> . |

Sentence Frame Suggestion:  
“One learning trend discovered was \_\_\_\_.  
This is supported by Graph 1, where you can see \_\_\_\_ students were \_\_\_\_\_. This is further supported by the work sample of Student A when he wrote, ‘\_\_\_\_\_.’”

## CHALLENGE with Rubric 12:

How to get students to GIVE better feedback?

**ANSWER:** Give them a template. 😊

**Important:** The Primary Source of Evidence for Rubric 12 is the **ACTUAL FEEDBACK**.

### Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to focus students?

| Level 1  | Level 2  | Level 3  | Level 4   |
|--|--|--|---|
| Feedback is unrelated to the learning objectives OR is developmentally inappropriate.<br><br>OR<br><br>Feedback contains significant content inaccuracies.<br><br>OR<br><br>No feedback is provided to one or more focus students. | Feedback is general and addresses needs AND/OR strengths related to the learning objectives. | Feedback is specific and addresses either needs OR strengths related to the learning objectives. | Feedback is specific and addresses both needs AND strengths related to the learning objectives. |



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Assignment: \_\_\_\_\_

Objective: \_\_\_\_\_

In relation to the objective, this is your feedback:

Strengths:

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---

---

Needs:

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---

---

Strategies for Improvement

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---

experience to improve learning.

### Other Hints:

- Encourage students to use their Evaluative Criteria when giving feedback.
- Encourage them to keep the focus of commentary on the learning objectives.

## Challenge:

How to teach TCs to help students understand and use feedback?

## Answer:

Modeling, modeling, modeling.

- **GIVE the quality of feedback** that they need to give.
- Consider requiring students to rewrite some assignments so that they can **USE feedback**.
- Have one-on-one conferences with students to model helping students **understand feedback**.

### Rubric 13: Student Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide their further learning?

| Level 1  | Level 2  | Level 3   | Level 4  | Level 5   |
|--|--|---|--|---|
| <p>Opportunities for using feedback are not described.</p> <p><b>OR</b></p> <p>Candidate provides limited or no feedback to inform student learning.</p> | <p>Candidate provides vague description of how focus students will understand or use feedback.</p> | <p>Candidate describes how focus students will understand or use feedback related to the learning objectives.</p> | <p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths <b>OR</b> weaknesses related to the learning objectives.</p> | <p><b>Level 4 plus:</b></p> <p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths <b>AND</b> weaknesses related to the learning objectives.</p> |

**Model Strong Feedback.** *Focus your own feedback on strengths, needs, and strategies for improvement.(rubric 12)*

**Model ways to help student UNDERSTAND and USE feedback.** *Arrange individual conferences to discuss feedback. Give students opportunities to improve their work after the feedback. (rubric 13)*

| RUBRIC DESCRIPTOR  | LEVEL 1  | LEVEL 2   | LEVEL 3  | LEVEL 4   | LEVEL 5  |
|--|--|---|--|---|--|
| <b>RUBRIC 11: ANALYSIS OF STUDENT LEARNING</b><br><br>How does the candidate analyze evidence of student learning? | The analysis is superficial or not supported by either student work samples or the summary of student learning.<br><br>OR<br><br>The evaluation criteria, learning | The analysis focuses on what students did right OR wrong. | The analysis focuses on what students did right AND wrong.<br><br>AND<br><br>Analysis includes some differences in whole class | Analysis uses specific examples from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals and groups.<br><br>AND<br><br>Patterns | Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals and groups. |

**RUBRIC 12: PROVIDING FEEDBACK TO GUIDE LEARNING**

What type of feedback does the candidate provide to focus students?

You did not provide feedback that is specific and addresses both strengths and needs related to the learning objectives.

You identified strengths and needs, but the feedback was not specific enough to guide learning.

I'm going to provide feedback that is specific and addresses both strengths and needs related to the learning objectives.

No feedback is provided to one or more focus students.

**RUBRIC 13: USING ASSESSMENT TO INFORM INSTRUCTION**

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Next steps do not follow from the analysis.

OR

Next steps are not relevant to the learning objectives assessed.

OR

Next steps are not described in sufficient detail to understand them.

Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.

Next steps propose general support that improves student learning related to assessed learning objectives.

Next steps provide targeted support to individuals OR groups to improve their learning relative to

- Facts and concepts, OR
- Inquiry, interpretation, or analysis, OR
- Building and supporting arguments or conclusions.

Next steps are loosely connected with research and/or theory.

Next steps provide targeted support to individuals AND groups to improve their learning relative to

- Facts and concepts, AND
- Inquiry, interpretation, or analysis, AND
- Building and supporting arguments or conclusions.

Next steps are justified with principles from research and/or theory.

It's important to remember that for this project and for the edTPA, the primary source of evidence for the scorer is the actual feedback artifacts that you submit. Your commentary is to be used as an opportunity to defend your feedback so that the scorer might be convinced to score you higher. ☺

In reviewing your feedback, I found:

Student 1 – feedback on what is correct; suggestion for digging deeper

Student 2 and 3 – feedback on what is right and wrong

Your feedback was specific for all students. You addressed strengths and needs for 2/3 of the students. Because you met the evidence rule, this brings your score to a 4.

To get a Level 5, you need to include a strategy in your feedback.

**HIDDEN PERK:**

**In Residency I, you can give very clear feedback on assignments that are similar to the edTPA but AREN'T the edTPA!**

Thank you for having us!!!  
Please email us if you would like any of our  
materials.

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